Educational Quality Improvement Program
Classrooms ▪ Schools ▪ Communities

USAID/ Education for Marginalized Children in Kenya (EMACK)

Performance Monitoring Plan

August 2004

Table of Contents

Figure

Acronyms

AIR	American Institutes for Research
AKF	Aga Khan Foundation
COP	Chief of Party
CRSP	Coastal Rural Support Program
DEO	District Education Officer
DICECE	District Center for Early Childhood Education
ECD	Early Childhood Development
EFA	Education For All
EMACK	Education for Marginalized Children in Kenya project
EQUIP1	Educational Quality Improvement Program Award 1
FOD	Field Office Director
FPE	Free Primary Education
GoK	Government of Kenya
KENSIP	Kenya School Improvement Program
MOEST	Ministry of Education, Science and Technology
MRC	Madrasa Resource Center
NEP	North Eastern Province
PDC	Professional Development Center
SMC	School Management Committee
TAC	Teacher Advisory Center
UPE	Universal Primary Education

1.0   Background

Free Primary Education (FPE) was introduced as a policy of the Kenyan government in 2003. Since then, notable strides have been made in the country's progress toward reaching Education for All (EFA) goals. Enrollments in primary school have jumped from 6 to 9 million since the introduction of the new policy. However, FPE has also taxed the national education system. Overcrowded classrooms and under-resourced schools have compounded the challenges to delivering quality education. The Government of Kenya (GoK) has recognized the need for partnerships between the public and private sectors, involving parents, school officials, and teachers in order to make the new policy work.

In particular, the GoK has expressed special interest in creating opportunities to address the country's most vulnerable children. Geographic location, gender, physical and cognitive disabilities, HIV/AIDS, extreme poverty, and ethnic and religious affiliations—among other conditions and situations—have marginalized a large number of children and significantly curtailed their educational opportunities.

The Education for Marginalized Children in Kenya project (EMACK) is aimed at improving education opportunities for marginalized populations by enhancing existing education programs and priorities in the Coastal and North Eastern provinces of Kenya. The program seeks to improve access and retention rates for children historically under-served by the education system by working with government and local NGOs to build technical depth, as well as research and explore innovative strategies for reaching the most vulnerable children. The project's special focus on marginalized children is multi-dimensional and locally-defined. It consists of *two main components*, defined by their geographic location, but similar in the themes that they seek to address.

In the *first component*, EMACK is working within the Coastal province with four Aga Khan Foundation (AKF) projects to enhance their abilities to promote quality education in the classroom and to engage communities and policy makers around issues of pre-primary to primary transition and appropriate education for marginalized children. The project works through these grassroots partners to improve classroom environments by mobilizing and training teachers, communities and parents, and local education officials. Activities are planned for rural areas of the Kwale and Kilifi districts, as well as the urban center of Mombasa. EMACK's focus allows project partners to bring new depth to their existing activities, add value through innovative new programs, and strengthen their linkages to one another and other local entities. AKF partner projects include: the Coastal Rural Support Program, Kenya (CRSP); the Kenya School Improvement Program (KENSIP); the Madrasa Resource Center, Kenya (MRC); and the Professional Development Center Lead-in Project (PDC).

The *second component* of the program operates in the North Eastern province, where it seeks to enhance existing education priorities by supporting promising local initiatives. The provincial government and that of the EMACK target district are key to EMACK's success, as they help to set the project's agenda and participate in planning and delivery. It is anticipated that a limited number of piloting activities will take place through a small grants program. This will add to the knowledge base created in action research activities about effective and innovative ways to address the educational needs of pastoralist children, a historically marginalized group.

Objectives of the program are as follows:

Component One: In the Coastal province, strengthen a whole-school strategy to create a lower primary school learning environment in which parents support, children enjoy and teachers facilitate a quality education for all who attend.

> Sub-objective 1: Develop community capacity to support effective educational programming for the target population.

> Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized populations.

> Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom, including teacher training and curriculum development.

> Sub-objective 4: Maximize project impact by sharing lessons learned, opportunities for replication and improving the capacity of partner personnel.

Component Two: In the North Eastern province, identify and address the unique educational needs of pastoralist communities.

> Sub-objective 1: Research and investigate current approaches for educational delivery and support to the target population.

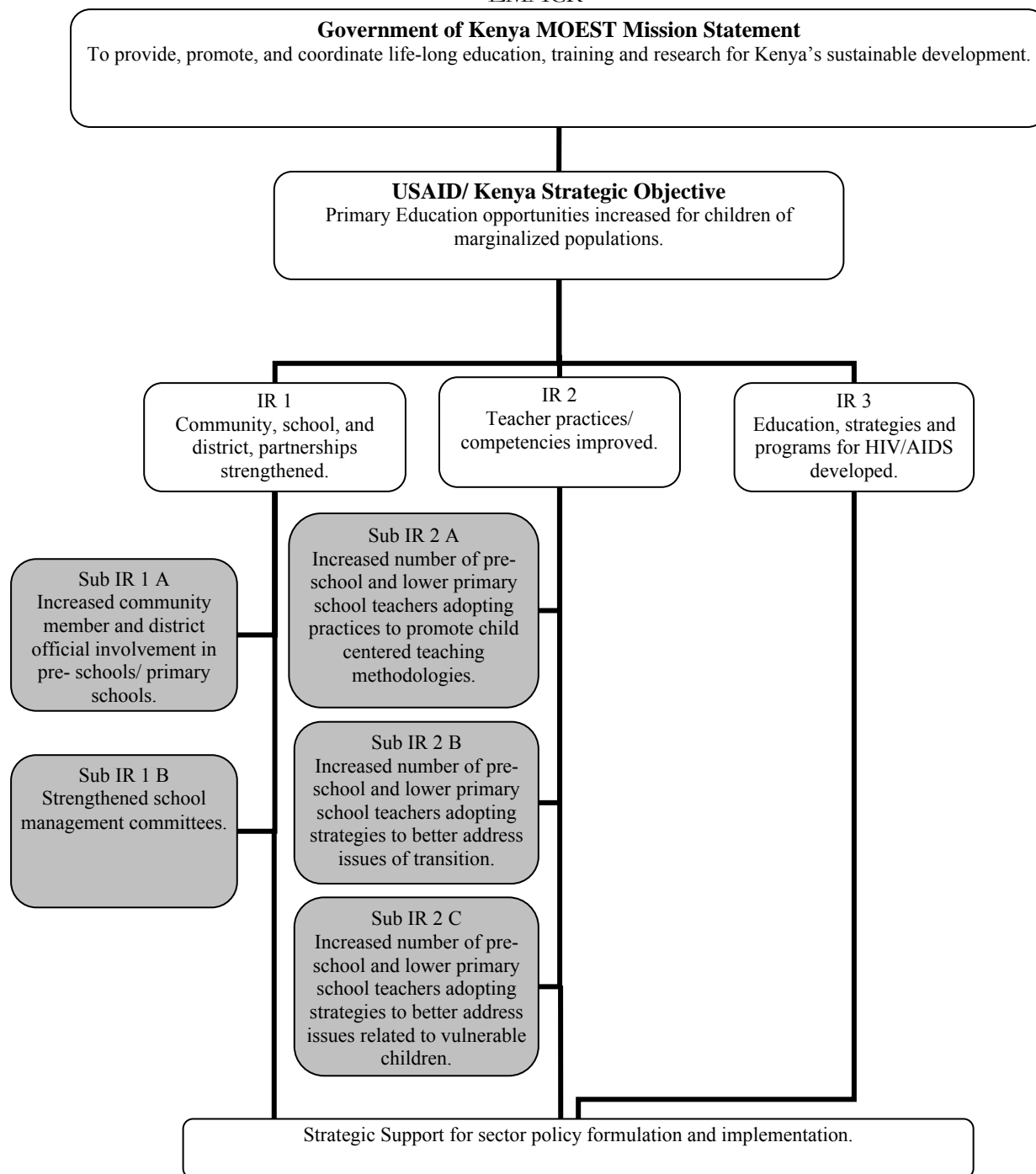> Sub-objective 2: Facilitate policy dialogue and coordination among relevant stakeholders.

> Sub-objective 3: Explore and carry out effective, flexible, potentially long-term approaches to providing relevant educational opportunities to the target population.

> Sub-objective 4: Enhance existing education priorities.

2.0   Results Framework

The results framework for the program is presented below. Specific contributions of the EMACK program have been added in the shaded boxes.

Figure 1: USAID/Kenya Results Framework as it relates to EMACK

Government of Kenya MOEST Mission Statement
To provide, promote, and coordinate life-long education, training and research for Kenya's sustainable development.

USAID/ Kenya Strategic Objective
Primary Education opportunities increased for children of marginalized populations.

IR 1
Community, school, and district, partnerships strengthened.

IR 2
Teacher practices/ competencies improved.

IR 3
Education, strategies and programs for HIV/AIDS developed.

Sub IR 2 A
Increased number of pre-school and lower primary school teachers adopting practices to promote child centered teaching methodologies.

Sub IR 1 A
Increased community member and district official involvement in pre- schools/ primary schools.

Sub IR 2 B
Increased number of pre-school and lower primary school teachers adopting strategies to better address issues of transition.

Sub IR 1 B
Strengthened school management committees.

Sub IR 2 C
Increased number of pre-school and lower primary school teachers adopting strategies to better address issues related to vulnerable children.

Strategic Support for sector policy formulation and implementation.

2.1   Performance Indicators

The Summary of Performance Table that follows summarizes the performance monitoring indicators, baselines and targets to be achieved in the EMACK program. These indicators will serve to inform the Government of Kenya and USAID with regard to project performance and will be employed to assist all parties in the decision-making process.

2.2   Activity Types and Assumptions

Specific EMACK activities fall under the following broad categories:

- *Developing replicable models* of school-community-district partnerships that strengthen the school and lead to increased and more effective parenting and community participation and ownership;

- *Training teachers* at the pre-primary and primary school levels to integrate into their teaching practices learning readiness and child-centered pedagogical techniques that improve literacy and numeracy skills as well as promote a more enjoyable and productive educational experience for students;

- *Increasing numbers* of children who successfully move from pre-school to primary school by sensitizing parents, and training pre-school and primary school teachers and administrators on factors affecting successful transition;

- *Identifying and supporting non-traditional models* of educational delivery and support that are appropriate for pastoralist communities in the Northeast Province; and

- *Upgrading* on a limited basis, pre-primary and primary school infrastructure and teaching materials.

To achieve the specified targets in the timeframes given, the following assumptions have been made:

- Cooperation and participation of national, provincial and local government authorities will be accessible and forthcoming;

- Communities, teachers, and school officials will be willing to participate in the program;

- Security remains stable in the areas of operation; and

- Procurement of equipment and hiring of qualified staff will happen in a timely fashion.

3.0   Summary of Performance

3.1   Table of Performance Indicators[1]

IR 1: Community Schools and District Partnerships Strengthened							
Performance Indicator	Explanation or Definition of Indicator	Sources of data	Frequency of data collection	Partner(s) Responsible	Baseline	Interim Target (end of Yr. 1)	Final Target
Sub IR 1 - A: Increased community member and district official involvement in pre-schools/ primary schools	More parents and community leaders are participating in ECD activities with district officials (MOEST and Health) e.g. attending Education programs, planning interventions and networking for advocacy purposes.	**CRSP** - attendance records on parents, MOEST & health officials meetings & networking meetings **CRSP –** ECD development plans **MRC –** attendance records on parent education workshops/ meetings	Data sources reviewed quarterly	CRSP MRC	TBD	15 District Officials meet with 100 parents and community leaders during coordination networking meetings 20 sessions (500 participants) of parent education workshops conducted 14 ECD Centre Development Plans prepared and implementation started One network of	30 District Officials meet with 280 parents and leaders during coordination networking meetings 44 sessions (1200 participants) of parent education workshops conducted 20 ECD Centre Development Plans implemented One network of district officials and NGO's meeting three times a year

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[1] Targets reflect numbers for the Coastal province only. Once a district is selected for the North Eastern province, this table will be revised with input from USAID. Currently, the project aims to try to target approximately 50 community members, 6 pre-schools and 10 primary schools. These targets may change as the program works with appropriate officials in the North Eastern province to better address their priorities.

IR 1: Community Schools and District Partnerships Strengthened							
Performance Indicator	Explanation or Definition of Indicator	Sources of data	Frequency of data collection	Partner(s) Responsible	Baseline	Interim Target (end of Yr. 1)	Final Target
						district officials and NGO's formed.	
SUB IR 1 – B: Strengthened school management committees[2]	SMCs exhibit enhanced management skills on at least one functional area identified in the SMC functionality assessment checklist (e.g. keeping up to date records, holding regular meetings, maintaining school physical facilities, mobilizing resources and holding regular meetings with parents).	Partners records on SMC functionality based on pre and post training functionality assessment checklist SMC final grant reports	Data sources reviewed on a quarterly basis	CRSP, MRC and KENSIP	TBD	30 SMCs exhibit improvement in at least one area identified in SMC functionality assessment checklist. 15 SMCs develop approved plans and budgets for small grant awards. 10 grants completed in prescribed time-frame with grant objectives achieved	60 SMCs exhibit improvement in at least one area identified in SMC functionality assessment checklist. 25 SMCs develop approved plans and budgets for small grant awards. 20 grants completed in prescribed time-frame with grant objectives achieved

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[2] Parent Associations elect School Management Committee members. The SMCs are the executive committee of the Parent Associations.

IR2: Teacher Practices and Competencies Improved							
Performance Indicator	Explanation or Definition of Indicator	Sources of data	Frequency of data collection	Partner(s) Responsible	Baseline	Interim Target (end of Yr. 1)	Final Target
SUB IR 2 – A: Increased number of pre-school/ lower primary school teachers adopting practices to promote child-centered teaching methodologies	During each observed lesson, teachers demonstrate at least one child-centered approach (e.g. interactive child initiated learning & active learning) learned during training, mentoring and follow-up activities.	Partners' training attendance records Partners' lesson observation reports using detailed observation protocols (e.g. KENSIP will employ the Flanders Interactive Categorization tool)	Data sources reviewed on a quarterly basis	CRSP, MRC and KENSIP	TBD	200 teachers from 50 pre-schools, 19 primary schools and 30 Islamic religious schools trained 130 teachers utilizing at least one child centered approach in each observed lesson	300 teachers, 60 pre-schools, 19 primary schools and 60 Islamic religious schools trained 200 teachers utilizing at least one child- centered approach in each observed lesson
SUB IR 2 – B: Increased number of pre-school and lower primary school teachers adopting strategies to better address issues of transition from pre-school to primary school	Teachers exhibit knowledge of strategies for addressing issues of transition from pre-school to primary school (e.g. child friendly interviews; orientation visits by both child and parent; classroom re-arrangement; availability of interactive learning materials) developed through training and	Partners' training attendance records Teachers' supervisors'/ project officers' reports about observations of how teachers are using transition strategies, as outlined in	Data sources reviewed on a quarterly basis	CRSP, MRC and KENSIP	TBD	300 teachers from 39 pre-schools and 75 primary schools trained on transition strategies 200 teachers utilizing at least one strategy presented in their training as evidence of this knowledge	420 teachers from 65 and 180 primary schools trained on transition strategies. 275 teachers utilizing at least one transition strategy as outlined in their training action plans/follow-up activities

IR2: Teacher Practices and Competencies Improved							
Performance Indicator	Explanation or Definition of Indicator	Sources of data	Frequency of data collection	Partner(s) Responsible	Baseline	Interim Target (end of Yr. 1)	Final Target
	follow-up activities. Teachers utilizing at least one strategy presented in their training as evidence of this knowledge.	teachers' training action plans and follow-up activities					
SUB IR 2 – C: Increased number of pre-school and lower primary school teachers adopt strategies to better address issues related to vulnerable children [3]	Teachers' exhibit knowledge of strategies to address issues relating to vulnerable children (e.g. modifications of teaching materials and/or approaches; organization of health interventions such as de-worming, vitamin A supplementation and immunization) developed through training and follow-up activities.\n\nTeachers implement at least one strategy for addressing issues relating to vulnerable children as outlined in their training action	Partners' training attendance records\n\nSchool records of numbers of children participating in health interventions (e.g. deworming, Vitamin A supplementation, immunization) at and through pre-schools\n\nTeachers' supervisors/ project officer's reports that observe the	Data sources reviewed on a quarterly basis	CRSP, MRC and KENSIP	TBD	200 teachers from 40 pre-schools and 19 primary schools trained on issues of vulnerable children\n\n130 teachers implement at least one strategy for addressing issues of vulnerable children as outlined in their training action plans/follow-up activities.\n\n100 children participating in health interventions.	300 teachers from 55 pre-schools and 19 primary schools trained on issues of vulnerable children.\n\n200 teachers implement at least one strategy for addressing issues of vulnerable children as outlined in their training action plans/follow-up activities.\n\n200 children participating in health interventions.

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[3] Vulnerable children include girls, children affected by HIV/AIDS, poverty, famine; children with disabilities or behavior problems.

IR2: Teacher Practices and Competencies Improved							
Performance Indicator	Explanation or Definition of Indicator	Sources of data	Frequency of data collection	Partner(s) Responsible	Baseline	Interim Target (end of Yr. 1)	Final Target
	plans/follow-up activities.	number of teachers who have modified their teaching materials and/or approaches to address issues related to vulnerable children					

3.2 Performance Indicator Reference Sheets

Performance Indicator Reference Sheet
Strategic Objective: Primary Education opportunities increased for children of marginalized populations
Intermediate Result (IR 1): Community, school and district partnerships strengthened
Indicator (Sub IR 1A): Increased community member and district official involvement in pre-schools/primary schools
Geographic Focus: Selected parts of the Coastal and North Eastern provinces of Kenya
Is This an Annual Report Indicator? No ___ Yes _X_, for Reporting Year(s) (program duration May 2004 to April 2006)
DESCRIPTION
Precise Definition(s): Greater numbers of community members (parents and community leaders) and district officials (MOEST and Health) are participating in Early Childhood Development activities (e.g. attending Education programs, planning interventions and networking for advocacy purposes).
Unit of Measure: Numbers of community members who meet with district officials during ECD events. (Numbers of parent education workshops conducted, ECD development plans created by district officials and communities, the frequency of meetings of district officials with community members and the frequency during which a network of NGOs and district officials will meet to discuss ECD will also be collected as complementary data).
Disaggregated by: Gender (male and female community members)
Justification & Management Utility: The indicator helps to demonstrate how the project is having an effect at the community level to engage important government and community stakeholders. The data should give a sense of how firmly EMACK interventions are taking root at the grassroots level and what their potential may be to carry on after the life of the project.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Data will be taken directly from CRSP and MRC attendance records.
Data Source(s): EQUIP1: EMACK
Method of Data Acquisition by USAID: Annual reports; quarterly reports
Frequency and Timing of Data Acquisition by USAID: TBD
Budget Mechanism:
Individual(s) Responsible at USAID: TBD
Individual(s) Responsible for Providing Data to USAID: Sharon Harpring, Program Manager EMACK project for AIR
Location of Data Storage: Initially with partner records; subsequent transfer to EMACK EMIS
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: TBD
Known Data Limitations and Significance (if any): None
Actions Taken or Planned to Address Data Limitations: None
Date(s) of Future Data Quality Assessments: TBD with USAID
Procedures for Future Data Quality Assessments: TBD with USAID
OTHER NOTES

Notes on Baselines/Targets:			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
FY04			Baseline conducted
FY05	15 district officials meet with 100 parents and community leaders		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.
FY06	30 District Officials meet with 280 parents and leaders		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.
THIS SHEET LAST UPDATED ON: August 3, 2004			

Performance Indicator Reference Sheet
Strategic Objective: Primary Education opportunities increased for children of marginalized populations
Intermediate Result (IR 1): Community, school and district partnerships strengthened
Indicator (Sub IR 1B): Strengthened school management committees
Geographic Focus: Selected parts of the Coastal and North Eastern provinces of Kenya
Is This an Annual Report Indicator? No ___ Yes _X_, for Reporting Year(s) (program duration May 2004 to April 2006)
DESCRIPTION
Precise Definition(s): SMCs exhibit enhanced management skills on at least one functional area identified in the SMC functionality assessment checklist (e.g. keeping up to date records, holding regular meetings, maintaining school physical facilities, mobilizing resources and holding regular meetings with parents). Complementary data will be collected on the numbers of SMC members trained and how many schools they represent, as well as the number of small grants that are successfully awarded and carried out by SMCs.
Unit of Measure: Numbers of SMCs that exhibit improvement in at least one area identified in the SMC functionality assessment checklist
Disaggregated by: N/A
Justification & Management Utility: The indicator helps to demonstrate how effectively SMCs are able to internalize and demonstrate management skills presented in EMACK training. The success of the SMCs also helps give program stakeholders a sense of how communities are being equipped to manage schools more effectively.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Final grant reports will be examined.
Data Source(s): EQUIP1: EMACK
Method of Data Acquisition by USAID: Annual reports; quarterly reports
Frequency and Timing of Data Acquisition by USAID: TBD

Budget Mechanism:		
Individual(s) Responsible at USAID: TBD		
Individual(s) Responsible for Providing Data to USAID: Sharon Harpring, Program Manager EMACK project for AIR		
Location of Data Storage: Initially with partner records; subsequent transfer to EMACK EMIS		
DATA QUALITY ISSUES		
Date of Initial Data Quality Assessment: TBD		
Known Data Limitations and Significance (if any): None		
Actions Taken or Planned to Address Data Limitations: None		
Date(s) of Future Data Quality Assessments: TBD with USAID		
Procedures for Future Data Quality Assessments: TBD with USAID		
OTHER NOTES		
Notes on Baselines/Targets:		
Other Notes:		

PERFORMANCE INDICATOR VALUES

Year	Target	Actual	Notes
FY04			Baseline conducted
FY05	10 grants completed in prescribed timeframe with grant objectives achieved		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.
FY06	20 grants completed in prescribed timeframe with grant objectives achieved		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.

THIS SHEET LAST UPDATED ON: August 3, 2004

Performance Indicator Reference Sheet
Strategic Objective: Primary education opportunities increased for children of marginalized populations
Intermediate Result (IR 2): Teacher practices and competencies improved
Indicator (Sub IR 2A): Increased number of pre-school and lower primary school teachers adopt practices to promote child-centered teaching methodologies
Geographic Focus: Selected parts of the Coastal and North Eastern provinces of Kenya
Is This an Annual Report Indicator? No ___ Yes _X_, for Reporting Year(s) (program duration May 2004 to April 2006)
DESCRIPTION

Precise Definition(s): During each observed lesson, teachers demonstrate at least one child-centered approach (e.g. interactive child initiated learning and active learning) learned during training, mentoring and follow-up activities. Complementary data will be collected on the number of teachers trained in how to use child-centered teaching approaches.
Unit of Measure: Number of teachers observed by their supervisors/project officers to be using child-centered teaching approaches
Disaggregated by: Gender of teacher (male/female)
Justification & Management Utility: The indicator helps to assess EMACK's progress toward improving quality learning in the classroom.

PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Teachers' supervisor reports will be reviewed on a quarterly basis
Data Source(s): EQUIP1: EMACK
Method of Data Acquisition by USAID: Annual reports; quarterly reports
Frequency and Timing of Data Acquisition by USAID: TBD
Budget Mechanism:
Individual(s) Responsible at USAID: TBD
Individual(s) Responsible for Providing Data to USAID: Sharon Harpring, Program Manager EMACK project for AIR
Location of Data Storage: Initially with partner records; subsequent transfer to EMACK EMIS

DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: TBD
Known Data Limitations and Significance (if any): None
Actions Taken or Planned to Address Data Limitations: None
Date(s) of Future Data Quality Assessments: TBD with USAID
Procedures for Future Data Quality Assessments: TBD with USAID

OTHER NOTES
Notes on Baselines/Targets:
Other Notes:

PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
FY04			Baseline conducted
FY05	50 teachers utilizing at least one child centered approach in each observed lesson		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.

FY06	100 teachers utilizing at least one child-centered approach in each observed lesson		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.

THIS SHEET LAST UPDATED ON: August 3, 2004

Performance Indicator Reference Sheet
Strategic Objective: Primary education opportunities increased for children of marginalized populations
Intermediate Result (IR 2): Teacher practices and competencies improved
Indicator (Sub IR 2B): Increased number of pre-school and lower primary school teachers adopt strategies to better address issues of transition from pre-primary to primary school.
Geographic Focus: Selected parts of the Coastal and North Eastern provinces of Kenya
Is This an Annual Report Indicator? No ___ Yes _X_, for Reporting Year(s) (program duration May 2004 to April 2006)
DESCRIPTION
Precise Definition(s): Teachers exhibit knowledge of strategies for addressing issues of transition from pre-school to primary school (e.g. child friendly interviews; orientation visits by both child and parent; classroom re-arrangement; availability of interactive learning materials) developed through training and follow-up activities. Teachers utilizing at least one strategy presented in their training as evidence of this knowledge
Unit of Measure: Number of teachers observed by their supervisors/project officers to be using transition strategies
Disaggregated by: Gender of teacher (male/female)
Justification & Management Utility: The indicator helps to assess EMACK's progress toward improving the continuity of learning between primary and pre-primary school.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Teachers' supervisor reports will be reviewed on a quarterly basis
Data Source(s): EQUIP1: EMACK
Method of Data Acquisition by USAID: Annual reports; quarterly reports
Frequency and Timing of Data Acquisition by USAID: TBD
Budget Mechanism:
Individual(s) Responsible at USAID: TBD
Individual(s) Responsible for Providing Data to USAID: Sharon Harpring, Program Manager EMACK project for AIR
Location of Data Storage: Initially with partner records; subsequently transferred to EMACK EMIS
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: TBD
Known Data Limitations and Significance (if any): None
Actions Taken or Planned to Address Data Limitations: None

Date(s) of Future Data Quality Assessments: TBD with USAID				
Procedures for Future Data Quality Assessments: TBD with USAID				
OTHER NOTES				
Notes on Baselines/Targets:				
Other Notes:				
PERFORMANCE INDICATOR VALUES				
Year	Target	Actual	Notes	
FY04			Baseline conducted	
FY05	140 teachers utilizing at least one transition strategy as outlined in their training		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.	
FY06	250 teachers utilizing at least one transition strategy as outlined in their training		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.	
THIS SHEET LAST UPDATED ON: August 3, 2004				

Performance Indicator Reference Sheet
Strategic Objective: Primary Education opportunities increased for children of marginalized populations
Intermediate Result (IR 2): Teacher practices and competencies improved
Indicator (Sub IR 2C): Increased number of pre-school and lower primary school teachers adopt strategies to better address issues related to vulnerable children.
Geographic Focus: Selected parts of the Coastal and North Eastern provinces of Kenya
Is This an Annual Report Indicator? No ___ Yes _X_, for Reporting Year(s) (program duration May 2004 to April 2006)
DESCRIPTION
Precise Definition(s): Teachers exhibit knowledge of strategies to address issues relating to vulnerable children (e.g. modifications of teaching materials and/or approaches; organization of health interventions such as de-worming, vitamin A supplementation and immunization) developed through training and follow-up activities. Teachers implementing at least one strategy for addressing issues relating to vulnerable children as outlined in their training action plans/follow-up activities
Unit of Measure: Number of teachers who have organized/implemented activities (e.g. in class interventions or in school health interventions) to address the issues of vulnerable children as reflected in school records and supervisors'/project officers' reports
Disaggregated by: Gender of teacher (male/female)
Justification & Management Utility: The indicator helps to assess EMACK's progress toward improving quality learning in the classroom.

PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Teachers' supervisor reports will be reviewed on a quarterly basis
Data Source(s): EQUIP1: EMACK
Method of Data Acquisition by USAID: Annual reports; quarterly reports
Frequency and Timing of Data Acquisition by USAID: TBD
Budget Mechanism:
Individual(s) Responsible at USAID: TBD
Individual(s) Responsible for Providing Data to USAID: Sharon Harpring, Program Manager EMACK project for AIR
Location of Data Storage: Initially with partner records; subsequent transfer to EMACK EMIS

DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: TBD
Known Data Limitations and Significance (if any): None
Actions Taken or Planned to Address Data Limitations: None
Date(s) of Future Data Quality Assessments: TBD with USAID
Procedures for Future Data Quality Assessments: TBD with USAID

OTHER NOTES
Notes on Baselines/Targets:
Other Notes: Vulnerable children include girls, children affected by HIV/AIDS, poverty, and famine, as well as children with disabilities or behavior problems.

PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
FY04			Baseline conducted
FY05	40 teachers implement at least one strategy for addressing vulnerable children, as outlined in their training action plans		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.
FY06	70 teachers implement at least one strategy for addressing vulnerable children, as outlined in their training action plans		Values are for Coastal province only. NEP targets will be set with USAID, once target area has been agreed upon.
THIS SHEET LAST UPDATED ON: August 3, 2004			

3.3 Data Quality Analysis

In the Coastal province, AKF partners are responsible for the primary collection of data. The EMACK monitoring and evaluation officer will oversee this process for the indicators presented in this document, as well as compile and analyze data for the project as a whole. Each of the partners will integrate this data collection process into their on-going monitoring and evaluation systems, as well as their project level EMIS, in order to ensure that information is collected in a timely and consistent fashion. In the NEP, data collection will be done directly by EMACK to ensure that standards and tools are consistent across the project.

The following steps will be taken to ensure that useful information is collected to better inform program decisions:

Data Validity	Partners will agree on uniform or equivalent[4] tools with which to gather data and avoid misrepresentation of impact through errors in data collection. The monitoring and evaluation officer will also hold appropriate training and provide on-site support to ensure that collection, transcription, and interpretation of data is uniform.
Data Reliability	As partners have tested methods to gather most kinds of data required in the PMP, few changes to tools are anticipated during EMACK. However, should changes be made, this will be recorded appropriately in the PMP.
Data Timeliness	Regular reporting and recording of data will be facilitated by the ability to use AKF projects monitoring and evaluation systems and staff to help collect EMACK data in the Coastal province. In the NEP, the team will need to create systems whereby data collection and analysis are also a part of on-going program activities. The program emphasis on action research is expected to assist in this regard.
Data Precision	As each of the results is based on expected program outcomes, all indicators must be measured by proxy. As such, complementary data will be collected to better explain trends that may emerge from the data.
Data Integrity	The complexity of partners involved in EMACK underscores the importance of creating standard operating procedures that all partners can agree to in order to ensure the integrity of the data. The core team has a key role in setting up those procedures and making sure that they are followed.

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[4] EMACK will hold discussions with the partners on the tools they intend to use. In those instances where the partners may not have the same tools, EMACK will compare these tools and make necessary adjustments so as to capture similar data.